

**THE EFFECT OF USING MIX FREEZE GROUP STRATEGY
TOWARDSTUDENTS' READING COMPREHENSION OF
NARRATIVE TEXT
AT THE EIGHTH GRADE OF SMPN 28 KERINCI
ACADEMIC YEAR 2022/2023**

A THESIS



By:

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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
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*Submitted as a Partial Fulfillments of the Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci*

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**INSTITUT AGAMA ISLAM NEGERI
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**To:
The rector of IAIN Kerinci
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OFFICIAL NOTE

Assalamualaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing and correcting the writing of **Ikfa Amaria's** thesis (**The Student's Number is 1810203056**) entitled: **THE EFFECT OF USING MIX FREEZE GROUP STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 28 KERINCI ACADEMIC YEAR 2022/2023**, we are of the opinion that this thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu 'alaikum warahmatullahi wabarakatuh

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled **“THE EFFECT OF USING MIX FREEZE GROUP STRATEGY TOWARD STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 28 KERINCI ACADEMIC YEAR 2022/2023”** is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis.

Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expressions is acknowledgment.

Kerinci, August 2022

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APPROVAL AND ACCEPTANCE

This thesis which entitled of “**THE EFFECT OF USING MIX FREEZE GROUP STRATEGY TOWARD STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 28 KERINCI ACADEMIC YEAR 2022/2023**” by **IKFA AMARIA** with students’ number **1810203056** has been examined on Tuesday 20th September 2022. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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DEDICATION AND MOTTO

Dedication

*I dedicated this thesis for,
My beloved mother and father
For their motivation, effort and support for me
And praying for my success in the future
My Husband....
Who always motivated, give me inspiration
And spirit to finish this thesis
My brother and sister
Who always give their helping and suggestion for me*

MOTTO

اقْرَأْ اسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ اسْمَانَ مِنْ عَلَقٍ (2) اِنَّ رَبَّكَ

بِالْحَبْلِ
الَّذِي خَلَقَ

اِنَّ رَبَّكَ كَرِيمٌ (3) الَّذِي خَلَقَ اسْمَانَ مِنْ عَلَقٍ (4) اِنَّ رَبَّكَ

Meaning: "(1) Read, in the name of thy lord who creates (2) Create man from a

clot (3) Read, and thy lord is the most



*bounteous (4) Who teach by the pen (5)
Teach man that which he know not.” (Q.S
Al-Alaq: 1-5*

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سَمِ ٱلرَّحْمٰنِ الرَّحِیْمِ

اَللّٰهُمَّ صَلِّ وَسَلِّمْ وَبَارِكْ وَسَلِّمْ عَلَىٰ سَيِّدِنَا مُحَمَّدٍ وَعَلَىٰ اٰلِهِ وَاصْحَابِهِ وَسَلَّمَ
وَعَلَىٰ اٰلِهِ وَاصْحَابِهِ وَسَلَّمَ

وَعَلَىٰ اٰلِهِ وَاصْحَابِهِ وَسَلَّمَ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled “THE EFFECT OF USING MIX FREEZE GROUP STRATEGY TOWARD STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 28 KERINCI ACADEMIC YEAR 2022/2023” The researcher got difficulties, but there are guidance and support from other parties the researcher would like to express thank to:

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Kerinci, August 2022

The researcher

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ABSTRACT

Ikfa Amaria, 2022 : THE EFFECT OF USING MIX FREEZE GROUP STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 28 KERINCI ACADEMIC YEAR 2022/2023

Advisors : **1. Novri Pahrizal, M.Pd**
2. Yelni Erniyati, M.Pd

Keywords: *Mix Freeze Group Strtegy, Reading Comrehension Narrative Text.*

Reading is one of the basic skills of language learning. It cannot be separated from other skills of language learning besides writing, speaking, and listening. Those skills must be learned all by English language learners. The purposed of this research was to found out whether any significant effect of using Mix Freeze Group strategy toward students' reading comprehension of narrative text at the eighth grade of SMPN 28 Kerinci. This research was experimental reseach. The population of this research was the eighth grade of SMPN 28 Kerinci. The sample consist of two classes namely class experiment VIII A and class control VIII B. Which the sample consist of 50 students in which the experimental class consisted of 25 students and a control class of 25 students. This research was used total sampling. After the scores of the experimental class and the control class had been analyzed, the calculation of t test show $t_{count} = 2.614$ while for the $t_{table} = 1,67$ in degree of freedom 48 at level of significance 0,05. It mean that t_{obs} was higher than t_{table} . So, the difference of the two classes of teaching above was significant. And can be concluded that there is a significant effect of using Mix Freeze Group steategy toward students ability in reading comprehension of narrative text at the eighth grade of SMPN 28 Kerinci. Thus, the teacher should always give the motivation to the students to study hard, and the teacher can be choices Mix Freeze Group strategy for in learning English especially in reading comprehension.

ABSTRAK

Ikfa Amaria, 2022 : THE EFFECT OF USING MIX FREEZE GROUP STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 28 KERINCI ACADEMIC YEAR 2022/2023

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Keywords: *Mix Freeze Group Strtegy, Reading Comrehension Narrative Text.*

Reading adalah salah satu keterampilan dasar pembelajaran bahasa. Itu tidak dapat dipisahkan dari keterampilan belajar bahasa lainnya disamping menulis, berbicara, dan mendengar. Keterampilan itu harus dipelajari oleh semua pelajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh penggunaan Mix Freeze Group strategi terhadap pemahaman membaca siswa pada teks narrative kelas delapan di SMPN 28 Kerinci. Penelitian ini merupakan penelitian eksperimen. Populasi penelitian ini adalah seluruh kelas delapan SMPN 28 Kerinci. Sampel terdiri dari dua kelas yaitu kelas eksperimen kelas VIII A dan kelas control kelas VIII B. Sampel terdiri dari 50 siswa yang mana di kelas eksperimen berjumlah 25 siswa dan kelas kontrol 25 siswa. Pengambilan sampel ini menggunakan teknik total sampling. Berdasarkan hasil penelitian diperoleh nilai $t_{hitung} = 2.164$ sedangkan nilai $t_{table} 1.67$. Dengan demikian, hipotesis penelitian H_1 yang menyatakan terdapat pengaruh penggunaan strategi Mix Freeze Group didalam pemahaman membaca siswa kelas VIII di SMPN 28 Kerinci. oleh karena itu, didalam proses pembelajaran bahasa inggris, kuhusus nya belajar reading guru hendaknya selalu memberikan motivasi kepada siswa nya untuk belajar sebaik mungkin. Kemudian guru bisa menggunakan strategi Mix Freeze Group ini didalam proses belajar mengajar reading.

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CHAPTER I INTRODUCTION

A. Background of the Problem

English language ability is one of the most important abilities to be mastered by students, because English mastery will help the people to get information, to communicate, and to get the opportunity to have a bigger job. There are four skills that must be mastered by students those are listening, speaking, reading, and writing.

Moreover, as one skill in English, reading is a way to get information from something written. Reading has a variety of benefits that are very powerful. Firstly reading can add insight and knowledge because by reading people can know problems or life in other parts of the world, secondly reading can add vocabulary because by reading people can know new vocabulary, and thirdly train to be able to write well.

Reading is a skill which involves the students' prior knowledge of the learned language and the students' understanding on written forms. It is a conscious and unconscious thinking process (Mikulecky, 2008). Anthony, Pearson and Raphael (2012) define reading as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. It seems that the reader constructs the meaning of the text by trying to correlate the text and what he or she already knows about the words. According to Patel and Jain (2008), reading is very

necessary to widen the mind and gain understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.

Regardless of its complexity, reading is very important for students who are learning foreign language. Grabe and Stoller (2001), ranked reading as the number one skill that English as a foreign language (EFL) students' wish to gain mastery. Through reading, students are able to gain understanding from written materials that they could not discuss orally with equivalent accuracy or thoroughness.

Reading is not easy for students, because in reading process the students have to focus to comprehend the text. According to Elizabeth, et al (2003:6) "reading is about understanding written texts. It is a complex activity that involves both perception and thought". When the students read the text, they need to understand the clear meaning of the text, without understanding the real meaning sometime students would misunderstanding. But, some of students feel bored when they read, because some of students are lack of vocabulary and they difficult to find the main idea in the text. Thus, it make the students difficult to comprehending the text. That make some of students lazy to read the text because some of students feel English language was difficult to understand.

Based on the researcher's observation on 16 February 2022 in English teaching learning process at SMPN 28 Kerinci, the researcher interviewed an English teacher and some students. The English teacher explained that the

students still had problems in reading comprehension skill. Most of them were lack of vocabulary that make them got difficulties in comprehend the text and difficulties to identifying the main idea, details information, and sequence of the text. Based on those problems it impact to students got low score in reading comprehension. Besides, the researcher also has interviewed some students related to their difficulty in reading comprehension. It found that the students got much difficulties and bored in lerning reading, because they do not use any reading strategy effectively to gain information from the text. It can be concluded that English is a difficult subject for Junior High School 28 Kerinci students. Because they have to consider about aspects of English language and use the reading strategy effectively.

Besides, the students difficult to understand the context and gotten the information of the text, they read the text, but they could not identifying and comprehend the text. This is evidenced by the actual low scores of students in their exams, where the average student have not reached the minimum score criteria (KKM) where the KKM score in English in SMP 28 Kerinci is 70. in this case, the teacher adds the student's test scores with student daily scores so there were only a few students who has to make ^{improvements} to their scores called remedial.

In the education field, the lack of interest in reading leads to the increasing number of students that face certain problem to improve their reading skills. Many researcher found that the gap in reading ability among student was widening. This matter should be taken seriously since without

adequate support, many students with reading difficulties might be unable to compensate for the many difficulties that they experienced in understanding what they read. The difficulties in reading have been the number one reason of why the students are likely to be hesitant readers (Kweldju, 2000). Thus, teachers are responsible to find the most appropriate technique to develop students' interest and build their self confidence in reading.

Related to these problems, the researcher proposes to overcome those problems by using a strategy in teaching reading. One of appropriate strategy in teaching reading comprehension is Mix Freeze Group Strategy. According to Crawford (2007) Mix-Freeze Group is one of the strategy can make the students more active as participant class in learning English, where the students put in a group activity. This learning strategy is expected to solve the problems faced by the students and the students will better understand the content of reading they will learn. Students will be more motivated by the strategy is applied by teachers. This strategy can also guide students in learning to read because it directly supervised during the learning process. Beside that the effectiveness of the Mix Freeze group strategy of Reading Training can improve the students' auditory processing (understanding) and classroom behavior. Furthermore, the Mix Freeze Group strategy has not been implemented yet by teachers in the teaching and learning process at SMPN 28 Kerinci.

Based on the background above researcher interest to do research at titled "*The Effect of Using Mix Freeze Group Strategy toward Students*

Reading Comprehension of Narrative Text at The Eight Grade of SMPN 28 Kerinci Academic Year 2021/2022.

B. Identification of the problems

Based on the background of the problem above, the researcher found some problems are faced by students and teacher at the eighth grade of SMPN 28 Kerinci as follows:

1. The students feel bored when they learn English language, especially in reading
2. The students difficult to understand the text
3. Students' reading comprehension is still low
4. The students lack of vocabulary and grammar structure.
5. The students donot interest learn English reading text, because it is make they be bored and difficult to mention the word in the text
6. The teacher still does not use the good strategy to develop students' reading comprehension.

C. Limitation of Problem

This research was limited to know the effects of Mix Freeze Group Strategy strategy on students' reading comprehension on narrative text at eighth grade of SMPN 28 Kerinci. And the text was used narratitve text, because based on syllabus of the eighth grade students is learn about narrative text.

D. Research Question

Based on the identification of problems above, the research question was formulated as: Is there any significant Effect of Using Mix Freeze Group Strategy toward Students Reading Comprehension of Narrative Text at The Eight Grade of SMPN 28 Kerinci Academic Year 2021/2022?

E. Purpose of the Research

Based on the research question above, the purpose of the research was to analyze the Effect of Using Mix Freeze Group Strategy Toward Students Reading Comprehension of Narrative Text at The Eight Grade of SMPN 28 Kerinci Academic Year 2021/2022.

F. Significances of the Research

The benefits of this research consist of theoretical benefits and practical benefits, both can be explained as bellow:

1. Theoretical significance of the research

The results of this study are expected to contribute in field of education especially about effect Mix Freeze Group Strategy strategy on students' reading comprehension.

2. Practical significance of the research

a. For the teacher

This research is expected to increase teacher knowledge about Mix Freeze Group and can make it as a strategy in the teaching and learning process of reading in the classroom.

b. For the students

This This research is expected to give benefit for students so that they become more enthusiastic in learning and easier to understand reading text so that teaching and learning objectives can be achieved.

c. For the next researcher

The results of this research are expected to be source of reference and can provide information about Mix Freeze Group for the next researcher, especially those who are researching about effect Mix Freeze Group Strategy strategy on students' reading comprehension.

G. Definitions of Key Terms

1. Mix-Freeze Group is one of the strategy can make the students more active as participant class in learning English, wher the students put in a group activity.
2. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).
3. Narrative text, it is concluded that narrative text is an imaginative story that aims to entertain people where in the narrative text there is a moral message for the reader.

4. SMPN 28 Kerinci is an educational institution were located in Simpang Tutup, Kecamatan Gunung Kerinci, Kerinci, Jambi.

B. Hypothesis

1. H₀ : There is no significant Effect of Using Mix Freeze Group Strategy Toward Students' Reading Comprehension of Narrative Text at The Eight Grade of SMPN 28 Kerinci Academic Year 2021/2022.
2. H₁ : There is significant Effect of Using Mix Freeze Group Strategy Toward Students' Reading Comprehension of Narrative Text at The Eight Grade of SMPN 28 Kerinci Academic Year 2021/2022.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Reading

a. Definition of Reading

Reading is an interactive, problem-solving process of making meaning from texts. Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated (Hughes, 2007:56).

Besides, reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. (Suhaimi, 2020: 2).

Moreover, reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition "reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe" (Elizabeth, 2003:73) Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations.

There are many definitions about reading above. The researcher conclude that reading is a complex interaction between the text, the reader and the purposes for reading to get the meaning of the text. The process of looking at a series of written symbols and getting meaning from them. When the readers read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use brain to convert them into words, sentences and paragraphs that communicate something to them.

b. Purpose of Reading

There are least five main purposes for comprehensive reading (Nidhom, 2017:32). All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

1) Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

2) Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

3) Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspaper, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

4) Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

5) Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs and the main ideas.

There are many purposes of reading, such as to increase vocabulary, to getting knowledge, and others. Moreover, from the explanations above, the researcher concludes that the purpose of reading is to connect the ideas on the passage to what the reader already know so that the reader can get the information from the passage.

c. Types of Reading

1) Intensive Reading

Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

2) Extensive Reading

states that: extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for “comprehensible input” (Beatrice, 2008:6).

The emphasis is on the quantity of books read and the students’ enjoyment of their books. Students are never tested formally on their extensive reading. However, they are required to talk about the books they read in structured activities, including book conferences with the teacher, brief oral reports to the class, and discussions in small group settings.

The benefits of extensive reading, which include:

- Development of a positive attitude toward reading in a second language.
- Motivation to read more.
- Increased reading fluency.
- Gains in vocabulary and grammar knowledge.
- Improvement in writing in the second language. (Day and Bamford, 1998)

In conclusion, extensive Reading can broaden students’ knowledge more than Intensive Reading. In Extensive Reading, students write summary and do presentation which lead them to

minimize the use of dictionary. In opposition, the students' activities in intensive reading are more limited. The activities depend on the teacher's guidance only. This kind of activities will not encourage students to explore their abilities; they cannot broaden knowledge by themselves as well as in extensive reading.

d. Techniques of Reading

In reading, the readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text (Koeak, 2011:66).

There are the following techniques of reading to develop the corresponding reading skills:

1) Skimming

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

Infosys (2010:8) defines the skimming is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

2) Scanning

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

3) Close reading

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled researchers.

From the explanation above, the researcher concludes that; there are three techniques in reading. The first one is skimming, the readers read a text quickly for an overview to get a rough idea of what a text is about. Second is scanning. In scanning the readers search for specific information to get the type of information that they are looking for, such as numbers, proper nouns, etc. The last is close reading. in close reading, the readers read in detail as they

would read a comprehension passage in an assessment to get every detail in the text.

e. Reading Strategies

A process is a method, a movement toward an end that is accomplished by going through all necessary steps.

1) Bottom-up Strategies

Bottom-up is a process of decoding meaning from the printed page. In the process, readers recognize a multiplicity of linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some order on these signals. Bottom-up assumed that a reader process by moving eye from left to right across the page, first making in letters, combining these to form words, then combining the words to form the phrases, clauses, and sentences of the text. (Brown, 2000:299)

2) Top-down Strategies

Top-down is processing in which we draw on our own intelligence and experience to understand a text. Top-down is a process that brings a whole host of background information into the arena of making decisions about what something "mean". In addition, top-down deals with the general notion of reading as the reconstruction of meaning based on a skillful sampling of the

text. In this process, the process of comprehension deals with the background knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentences, and then tries to find the information by guessing the meaning.

3) Interactive Strategy

Interactive Strategy is combination of top-down and bottom-up processing (Brown, 2000:291). The interactive of the reading process deals with particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of reader's cognitive structure. Obviously, this process predicts that good readers will not become progressively more efficient at it as they develop their interpretative skills.

f. The Importance of Reading

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. The habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. The habit can become an add to the information available on various topics (Putri Dian, 2014:32). It helps students to stay in-touch with contemporary researchers as well as those from the days and makes students aware to global issues.

There are eight reasons why reading is important:

1. Expose Yourself to New Things

Through reading, readers expose themselves to new things, new information, new ways to solve a problem, and new ways to achieve one thing.

2. Self Improvement

Through reading, readers begin to understand the world more. Through reading, readers begin to have a greater understanding on a topic that interests them; for example: how to build self-confidence, how to make a plan better before taking action, how to memorize things better and more. All of these self-improvements start from the reading; through reading, they create a structured path towards a better understanding and better actions to take in the future.

3. Improve Understanding

The more readers read, the more they understand one thing: the A to Z of a thing. Reading also increases the understanding of the rules of life, in order for them to adapt, adopt and accommodate into the society better. To play well in a game, you first need to understand the rules well.

4. Preparation to Action

Reading is an essential way which can help readers out. Read about how to cook a meal; how to play chess; which place is nice for the holiday family trip; read the menu before ordering

food, read the manual before using a new gadget. These all can help readers become more prepared before they really get into it.

5. Gain Experience from Other People

When the readers are reading, they are actually gaining the knowledge and experience of someone. It can hasten your success towards a goal, as they don't need to repeat the same mistake while focusing on the right path in achieving one thing.

6. Tools of Communicating

Communication is the most important tool which can be transmitted through reading. As the human communicates through reading, they understand more, and thus they can communicate better with people.

7. Connecting Your Brain

When reading, the readers are in full silence because reading connects directly to their brain. In silence, they seek for more; in silence, their brain is clear and focuses.

8. Boost Imagination and Creativity

Reading exposes readers to a world of imagination, showing them nothing is impossible in this world. By reading, they are exploring a different angle to see a thing they have known, on how different action leads to different results. (JJ Wong, 2014:54).

From explanation above, the researcher conclude, reading is very important in life. From reading, the readers can get many things, such as new information, new knowledge, and others. And if the readers can comprehend the text clearly, they also can easier to understand and of course it is easy to get the information from the text.

g. Reading Comprehension

Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text". It is process to understanding of written words in the text from background of knowledge and a social context that helps to get the meaning (goals, purposes) clearly Infosys (2010:8).

In reading comprehension, there are some general principles regarding the assessments of comprehension skills.

- 1) Reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive process. It means that to understand written text, a students needs to decoded printed and inferences have to be generated as information is integrated during the course of reading.
- 2) The simple model shows that students may be at risk of reading comprehension failure because of difficulties with word- level decoding accuracy and fluency, with linguistic comprehension, or

with both. A thorough assessment should include tests designed to measure both decoding skill, a student will struggle to comprehend text. However it is important always to remember the successful comprehension will follow decoding is no guarantee that successful comprehension will follow; in the extreme case of 'hyperlexia' a student's decoding far outstrips their comprehension and such as students have been said to "bark at print".

- 3) Testing of reading comprehension vary in terms of the nature of text that the student reads, and the response format via which comprehension is measured. Across all response formats, the nature of the question varies substantially with some items being more or less dependent on decoding, specific vocabulary, background knowledge and the particular type of inference needed.
- 4) Since tests of reading comprehension vary in task demands, it is important to be clear that the nature of the assessment influences which students may be identified – or fail to be identified – as having comprehension impairments. Some tests that are marketed as measures of reading comprehension are in fact vary highly dependent on decoding. Hence, students can fail because they have decoding rather than specific comprehension difficulties or, on the other hand some students may pass leaving their comprehension impairments undetected.

- 5) Given the complexity of comprehension , it seems likely students may fail to understand what they have read for a variety of different reasons. Shoud include measures of decoding accuracy and fluency ,oral language, general cognitive resources and working memory as well as reading comprehension.

h. Indicators of Reading Comprehension

There are some indicators to achieve a comprehensive reading (Mehta, 2005:85):

a. Identifying topic

The topic is the one thing a text about. In identifying the topic helps the reader to focus on the general subject of reading. Then, the reader can identify the topic of that the first step toward understanding the texts.

b. Identifying main idea

An efficient reader understands not only the ideas but also the relative significance as expressed by the authors. In other words, some of ideas are super-ordinate while others are subordinate.

c. Identifying factual information/detail

Details are used to support clarify, and explain the main idea. Details may be words, phrases, or statement that explain or describe. Identifies the main idea the student may want to look to a paragraph for more details. The students should read the detailed to

understand some paragraphs, whereas in other paragraphs the main idea may be sufficient.

d. Identifying reference (Personal pronoun)

Recognizing reference words and to identify the words or phrase to which they refer to will help to reader understand the reading passage. English students might learn many roles for the use of reference words and yet be confuse about what a particular word refers to in sentence.

e. Figuring out the meaning of vocabulary in context

Vocabulary is an important part of reading. Before reading the texts the students must be to master the vocabulary to easy comprehend the reading text.

f. Identifying inference

Making inference is an aspect shown with questions related to things outside the text but still in one context. Furthermore, the answer is not in the text, you were required to make a guess based on your own thoughts.

2. Narrative Text

a. Definition of Narrative Text

A narrative is a story. Narrative text is a type of text talking about a series of event that happened to a person or a character. The character can be a person, animal, plant or thing. It aims to entertain, to get and retain the attention of the reader or listener of the story, to teach

lesson, to explore social values and moral values (Knap and Watkins, 2016: 115)

b. Generic Structure of Narrative Text

All language in the world passes their own rules in order to meaning. Full regular, more precious and nice to be heard and pronounced with the rules, the language's usage usually with also be controlled in communication. Generic structure is structure in text which usually used by learners in target language (sulisty, 2003:171).

Generic structure is divided into five element, they are:

1) Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

2) Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3) Resolution It tells the reader (students).

How the problem was solved it also called solving problem. A satisfying narrative we will give the resolution of the problem.

4) Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

5) Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in scheme.

c. Language Features in Narrative Text

In narrative text, there are some special dominant of languages features that follow the text, they are :

- Using simple past tense

- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Using specific character.

The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)

- Using action verbs.

A verb that shows an action. (killed, dug, walked, etc)

- Using Direct speech.

It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

3. The Concept of Mix Freeze Group Strategy

1. The Nature of Mix Freeze Group Strategy

Mix freeze group strategy is one of strategy which is appropriate to apply in teaching reading to the students. mix freeze group strategy is a lively means of having students work with new partners to complete a closely defined task (Crawford. et al (2007:34). The rationale of this strategy is having students move around. Finding a random partner with whom to solve a problem develops social skills, especially the ability to work cooperatively to solve problems. Mix freeze group strategy is appropriate to be applied for students at the pre-productive language acquisition level which allow kinesthetic responses so students can engage in and demonstrate the full range of thinking skills: knowledge, comprehension, analysis, application, synthesis and

evaluation.

Many students feel bored to read a text because reading while sitting on the chair in a long time makes them lazy moreover to read a long text. Because of this condition, the misunderstanding and thinking about what they are reading occurs frequently. Mix freeze group strategy is a class building and mastery structure. It provides an opportunity for students to move about the classroom for meeting other students and engaging in a discussion with the students in his/her pair. Teacher guides the students to discuss the reading material by reading comprehension and then let them to work with a new partner.

Mix freeze group strategy is a lively means of having students work with new partners to complete a closely defined task (Crawford. et al, 2007: 54) states. The rationale of this strategy is having students move around. Finding a random partner with whom to solve a problem develops social skills, especially the ability to work cooperatively to solve problems. Besides, mix is a combination of different people or things that is needed to make something. In mix freeze group strategy, the students do Mix session where the students move around the class. When the students move around in the classroom during the lesson, the students can eliminate tension and stiffness in the learning process. It also can stretch the student's muscles after a long time sitting in class so they can refresh their brain.

Freeze is the condition of being stiff or stop suddenly and unable

to move. Freeze session in mix freeze group strategy is an interruption or temporary suspension of progress or movement after moving around the class.

Group is two persons who have something in common and are considered together as a unit to discuss a problem. Katherine (2008:131) describes that pair work allows the students to work and interact independently without the guidance of the teacher, thus promoting learner independence. Work in pair is good to be applied in teaching-learning process because it makes the learner can cooperate and share with the other rather than having to bear the whole weight themselves. It makes the classroom to become a more relaxed and friendly place.

In a classroom where students are in pre-productive language acquisition level, they need an interesting and interactive teaching learning process which makes the students learn a knowledge unconsciously. Mix freeze group strategy is appropriate to be applied for students at the pre-productive language acquisition level which allow kinesthetic responses so students can engage in and demonstrate the full range of thinking skills: knowledge, comprehension, analysis, application, synthesis and evaluation.

Furthermore, the student's brain can only sustain concentrated attention for short periods of time. Whereas, the higher levels of thinking are stifled when students are asked to stay seated too long

(Hughes, 2007: 67). Mix freeze group strategy is a great activity to get students standing and moving to review material. Therefore, the students get the knowledge without stifling their brain.

2. Characteristics of Mix Freeze Group Strategy

The characteristic of mix freeze group are:

1). Finding more vocabulary

Mix freeze group strategy can apply in many subject such as reading, listening and speaking, in content mastery it should be guided and know more vocabulary, specifically in reading text the students read and understand the words means and interpret the text context. This strategy guided us to read more vocabulary and share with the partner to solve the problem given.

2). Have many sensory (sigh, sound ,brain, thought) to notice and reach ythe word means.

This strategy involved our sigh, our mind, and our though to responses the material. We have to speak with our partner, share with our group and read and think the text carefully by using our own sigh and thought. To reach the materials aims the students must have sensory in the other that the problem being solved.

3). Interested in reading text

This strategy can apply in reading. This strategy like enjoy tp read and understanding what we read. the students will enjoy read the text or story because they are in freeze and they can share their

ideas and thinking.

4). Express students' self and thinking

Because this strategy involved the students' ind and their power so they must be active in learning process, the result of the activity the students express their self to through the structure and also express their thinking what they have read and tell their team groups.

5). Involved interaction and communication

Absolutely this strategy involved interaction to materials, students and other groups. They do not do it by their self, but they need communicate the problem to their group to share their ideas and thinking, they also need discussion each other what they have read of the text and answer the question given (Crawford. et al, 2007:63)

3. The Procedure of Mix Freeze Group Strategy

The procedures of how to use the mix freeze group strategy as follows:

➤ Step 1

The researcher grouping the students by saying mix for the first time and the students will walk around the classroom to find partner be a group.

➤ Step 2

Let the students to read the text first. Ask them to find the specific information according to the text. And then, share their ideas to answer the question on the reading text.

➤ Step 3

The researcher grouping again the students by saying “Mix” to find more members into their group, then freeze them again in giving them time to read and share their ideas each other and answer the next question. It will be continue until group has been formed be four or five group.

➤ Step 4

The students are given time again by the researcher to share again about what they have read and make conclusion, then collect their task and telling what have the students read in front of the class.

➤ Step 5

- Student will walk around the room in all direction and areas
- Student will get lost or found
- Researcher will yel “Freeze”!

➤ Step 6

While students are frozen, the researcher gives time to the students for read and share each other’s to answer the question closing.

- Teacher and students make a conclusion
- Cary out an assessment of reflection on the activities that have been carried out.
- Tell to the students’ plan of learning activities for the next meeting (Crawford. et al, (2007: 54)

Thus, the mix freeze group strategy in the teaching learning process will give positive effect on the students to learn English especially in understanding narrative text. The students do not only sit and read, but they can refresh their mind, discuss with partner and learn material unconsciously.

4. Advantages of Mix Freeze Group Strategy

Mix freeze group strategy activity has many advantages especially in reading comprehension. By applying mix freeze group strategy activity the students will be easy to solve their problems by pairing. This strategy also can stimulate students' thinking and makes them listen to the opinions of other. Here are the purposes of Mix/Freeze/Pair activity:

- a. To develop a tool for discussion.
- b. To encourage student after have been sitting or concentrating for long periods of time.
- c. To make students move around, it can rekindle their energy and make them more alert.
- d. To solve a problem develops social skills, especially the ability to work cooperatively to solve problems.
- e. To help students understand the reading process
- f. To encourage students to listen to the opinions of others and modify their own in light of additional information.

B. Review Related Findings

To make this research more accurate, the researcher presented the finding of other researchers that had done before about using Mix Freeze Group Strategy in teaching English. The first, was done by Dwi Anggreini Waskito Putri the title was the effect of Mix Freeze Group Strategy and reading motivation toward student reading comprehension at grade VIII of SMP Pertiwi 2 Padang The population of this research was the second grade students of SMPN Pertiwi 2 Padang the sample was 72 students The finding of this research showed that there was Mix Freeze Group Strategy that used in experimental group more effective.

The second, was done by Windika Arisnata the title was the effect of Mix Freeze Group Strategy toward reading comprehension on recount text of the second year student at SMPN 20 pekanbaru, The population of this research was the second year students at SMPN 20 Pekanbaru. the sample was 76 students. The finding of this research showed that there was a significant effect of using Mix Freeze Group Strategy toward reading comprehension on recount text of the second year students at SMPN 20 Pekanbaru.

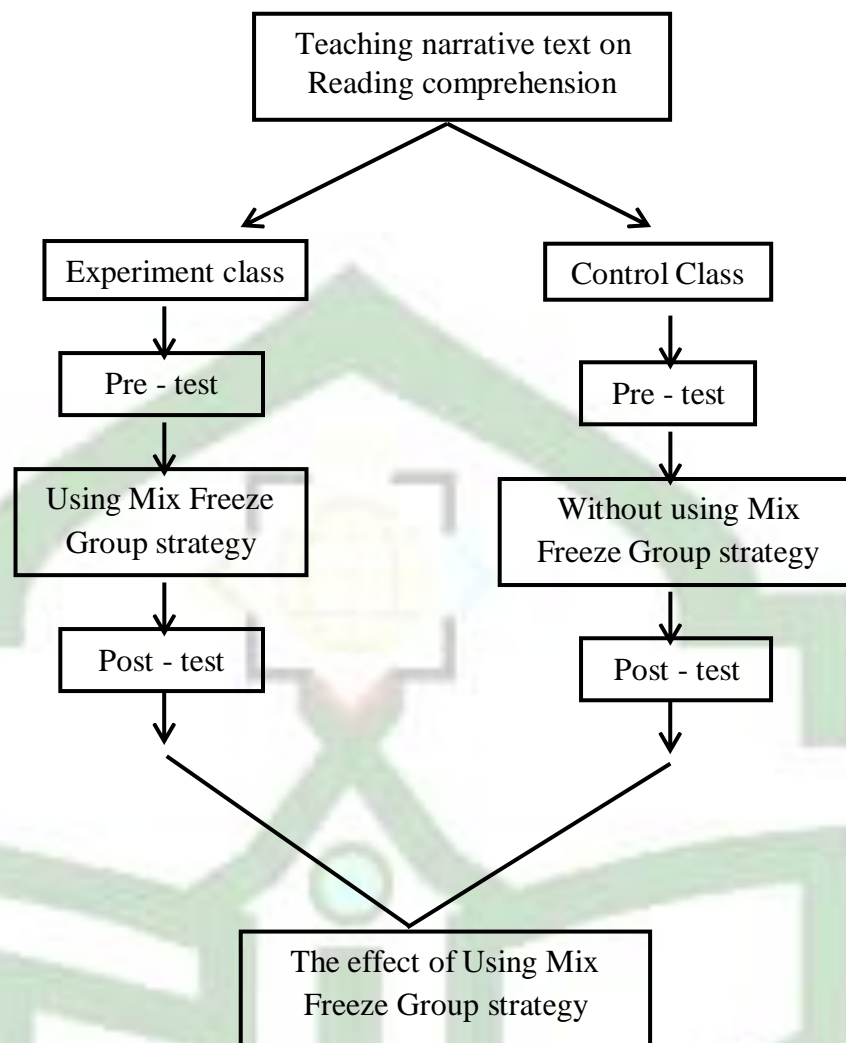
The third, was done by Sri Wahyu Harlina the title was the use of Mix Freeze Group Strategy in teaching reading news item text to the eleventh grade students of SMA Nasional Pati in 2015/2016 academic year, the sample was 36 student it is XI IPA. The result of this research that the reading comprehension of eleventh grade at SMA Nasional pati in 2015/2016

academic year is was a significant effect of using Mix Freeze Group Strategy in teaching reading narrative text.

The similarity of this research with the previous research above was in the strategy use. This research also will use Mix Freeze Group Strategy to see the significant effect of it in learning reading process. Then the differences this research with others is in the text of reading use. Most of the others research used the general reading and narrative text. But, in this research the researcher used the narrative text to find out the significance effect of Mix Freeze Group Strategy toward students reading comprehension of narrative text.

C. Conceptual Framework

In this research, the researcher taught reading comprehension of narartive texts at the eighth grade of SMPN 28 Kerinci. The conceptual framework of this research described as follows:



Based on the conceptual framework above, the researcher taught narrative text in the control class and experiment class. Each class got the pre-test. Then, the researcher used Mix Freeze Group strategy in experiment class, and control class taught without Mix Freeze Group strategy. And the last, to look the result both of experiment and control class get the post test.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of Research

In this research, the researcher used Quasi-experimental research. Quasi-experimental research is only to be used when it is not feasible to use a true experimental design (Creswell, 2012:55). It is a research design having some but not all of the characteristics of a true experimental design. In this research, the researcher used two classes as sample, namely: experimental class and control class. For experimental class, the researcher used pre-test, treatment, and post-test. For control class, the researcher used pre-test and post-test only.

Quantitative is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. The researcher was to specify narrow questions in conducting the inquiry, located or develops instruments to gather data to answer the questions, and analyzes numbers from the instruments, used statistics. From the results of these analyse, the researcher interprets the data used prior predictions and research studied. The final report, presented in a standard format, displays researcher objectivity and lack of bias.

The first thing that the researcher gave pre-test after than gives action or treatment to the class by simulation and the next steps, the researcher gives post-test. After got the data, the researcher counts the average of mean between control group and experiment group. And used test

to compare both values. To know the both test were have different or not, as an effect from treatment that the researcher was do in the class (Creswell, 2012: 262). The design for this research is expresses in the following table:

Table 1: The Table of Research Design

Group	Pre-test	Independent Variable	Post-test
E	T1	X	T2
C	T1	Y	T2

Note: E = Experimental class
 C = Control class
 T1 = Pre-test to experiment class and control class
 T2 = Post-test for experiment class and control class
 X = Treatment for experimental class
 Y = No treatment

B. Population and Sample

1. Population

Creswell (2012: 263) says that: a population is a group of individuals who have the same characteristic. In practice, quantitative researchers sample from lists and people available. A target population (or the *sampling frame*) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study.

The population of this research was all of students on the eighth grade of SMPN 28 Kerinci.

Table 2: The population of the eighth grade students

No	Class	Males	Females	Total Number
1	VIII A	8	17	25
2	VIII B	10	15	25
Total Number				50

2. Sample

Sample is part of the number and characteristics of the population. In this research, the researcher used total sampling technique in determining the sample of the research. Creswell (2012: 287) says that: total sampling is a type of purposive sampling technique where the researcher choose to examine the entire that have a particular set of characteristics. In the case of total sampling, the units of interest tend to have some characteristics that are not very common. It is important to note that only some characteristics are not very common, but since it is these characteristics that we are interested in, they influence our choice of total population sampling.

The sample of this reserch was Class VIII A and VIII B. The number of students at eighth grade was 50. Brown (2004: 57) mentions the steps for chose the sample as thebellow:

1. The researcher wrote the names of class VIII A and VIII B on piece of lottery paper.
2. The lottery paper is entered in the lottery box.
3. The researcher shuffled the lottery box containing the lottery paper until it was no longer known which class VIII A and VIII B.

4. The researcher took the lottery paper in the lottery box, and first selected was used as the experimental class, then the second selected was used as the control class.

From the steps above the researcher found that Class VIII A as experiment class and class VIII B as control class. In this research there were 25 students in the experiment class and 25 students in control class that consist of 50 students from 2 classes.

C. Instruments of the Research

Instrument is very important in the research. Creswell (2012: 267) defined that Instruments are tools for measuring, observing, or documenting quantitative data. The instrument may include a test, a questionnaire, a tally sheet, a log, an observational checklist, an inventory, or an assessment instrument. Because there are some instruments that can be used in collecting data of a research, in this research, however, the researcher used the test.

The researcher used test as a research instrument. Test is the device or procedure that uses to know or measures something in ambience by using way and rule that have defined before. Test is a series question, exercise or other means which will use to measure the skill, knowledge, intelligent, ability or talent that have by individual or group. Thus the test is a method to gain the data by giving some question to the respondent.

The researcher did the test to know the students comprehension on reading. Test administered in control and experiment class. They were pre and post-test. The scoring scale ranges from 0 to 100. The tests consist of 20

items which are taken from 4 reading texts. The test items were multiple choice questions. Each item would be given score of 5. If the students can answer all the 20 items correctly, they would be given score of 100. The instrument of the test as bellow:

Table 4
Indicators of the Instrument of Test

No	Indicators of Item Test	Number of Item Test
1.	Identifying of main idea	1,6,11,16
2.	Identifying generic structure	2,7,12,17
3.	Identifying Language features	3,10,14,20
4.	Identifying reference	4,8,13,18
5.	Identifying vocabulary	5,9,15,19

a) Validity

According to Brown (2004: 45) An instrument can be said have valid if it is able to measure what is desire and can reveal the data of the variable of research appropriates. A test is valid if it measure what it purpose to measure. The validity that used in this research was the content validity. The proof of content validity in this research was the analyzed of scores given by the expert judgment involving several experts, namely material experts (English Field) and one language assessment expert. The experts provide a comprehensive assessment decision using four categories, namely: irrelevant (1), less relevant (2),

quite relevant (3), and relevant (4). The result of judgments would be analyzed by using the *Aiken Formula*: (Azwar ; 2015-113) as follow:

$$V = \frac{\sum s}{[n(c - 1)]}$$

Where:

s : r – lo

lo : the lowest number of validity assessments

c : highest validity rating score

r : the score is given by the validator

Then the criteria of Aiken Validity categories can be seen as the table below:

Table 5: Aiken Validity Categories

Criteria	Level
< 0.4	Low
0.4 – 0.8	Medium
> 0.8	High

From the table above, if the score of validity in range of < 0.4, it means that the items had low level validity. Besides, if the score of validity in range of 0.4 – 0.8, it means that the items had medium level validity. Then, if the score of validity in range of > 0.8, it means that the items had high level validity.

After got the result of difficulty index of item and discrimination power index, and then the researcher calculated the result of the validity of reading narrative test. The purpose of this test to saw the items test valid or not.

The validation results were analyzed using V'aiken to determine the level of content validity. The experts validated the suitability of the items with the reading comprehension. Determinations of the level of content validity are based on the V'aiken value. The result of Aiken Validity can be seen in the appendix 9 pages 98.

From the result of validity it can be seen that the range of validity score of 20 items were in the level of 0.4 – 0.8, based on the table criteria of Aiken validity all of items were valid.

b) Reliability

Reliability of a test refers to the statistic of test scores or it measures consistently. The test is said to have a high level of confidence that if such tests can provide consistent results. To determine the reliability of the test used Cronbach's alpha formula:

Alpha Formula:

$$r'' = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma^2_1} \right)$$

Where:

r'' : Reliabilities of the questionnaire

$\sum \sigma b^2$: Sum of variants item

σ^2_1 : Total variants

k : Sum of item

The table below shows the Cronbach's alpha level:

Table 6 : Cronbach's alpha level

Cronbach's Alpha	Internal Consistency
0.9	Very Good
0.7 – 0.9	Good
0.6 – 0.7	Fair
0.5 – 0.6	Poor
0.5	Unacceptable

(Ismet and Hariyanto, 2014:35)

The interpretation of table above, if the score of reliability in range of 0.9, it means that the category of reliability is very good, if the if the score of reliability in range of 0.7 – 0.9, it means that the category of reliability is good, if the if the score of reliability in range of 0.6 – 0.7, it means that the category of reliability is fair, if the if the score of reliability in range of 0.5 – 0.6, it means that the category of reliability is poor and if the if the score of reliability in range of 0.5, it means that the category of reliability is unacceptable.

To find out the reliability the researcher used SPSS Version 25 by using Cronbach's alpha formula. The result of reliability can be seen in the appendix 10 pages 99.

From the result of reliability, it could be seen that Cronbach's alpha value was 0.620. Then if compared with the Cronbach alpha level, this value was at a fair/enough level. It means that the test was reliable with the value of 0.620 and this was a fair/enough level.

c) Difficulty Index

In analyzing every item, the researcher utilized difficulty index in every item where the formula as follows:

$$P = \frac{B}{JS}$$

Where:

P = items difficulties

B = total students who have right answer

JS = total of students

(Ismet and Hariyanto, 2014:31)

Concerning how to give interpretation on numeral of difficulty index, the researcher used the following scale:

Table 7: Scale of Difficulty Index

Index Difficulty Items Which Used	
IK = 0,00	Very Difficult
0,00 < IK ≤ 0,30	Difficult
0,30 < IK ≤ 0,70	Average
0,70 < IK ≤ 1,00	Easy
IK = 1,00	Very Easy

The interpretation of table above, if the score of difficulty index in range of 0.00, it means that the category difficulty index is very difficult, if the if the score of difficulty index in range of 0.00 – 0.30, it means that the category of difficulty index is difficult, if the if the score of difficulty index in range of 0.30 – 0.70, it means that the category of difficulty index is average, if the if the score of difficulty index in range of 0.70 – 1.00, it means that the category of difficulty index is easy and if the score of difficulty index in range of 1.00, it means that the category of difficulty index is very easy.

A good test was a test which is not too easy or vice versa too difficult. A test should be standard and fulfil the characteristic of a good test. Difficulty index shows the level difficulty of a test. The lower index of a test, the more difficult the test is. And the higher the test, the easier it is.

To find out the difficulty index the researcher calculated by using SPSS. The result of difficulty index can be seen in the appendix 7 page 96.

From the result of difficulty index above can be seen that the level of difficulty of all items were at 0.30 – 0.70. It means that all of the items were at the *fair/enough level*. Thus, can be said that all of the items was valid.

d) Items Discrimination

After the researcher gets the difficulty index, the researcher calculated for discriminatory power. The discriminating power of test items is to differentials between students who achieve poorly or the lower group. The following formula used for identify the discriminating power.

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where:

D : items discrimination

B_A: number of up group members who has correct answer

B_B: number of down group members who has correct answer

J_A: number of up group members

J_B: number of down group members

(Ismet and Hariyanto, 2014:32)

Concerning how to interpret Discriminatory Power. So, the researcher utilized a formula. The formula which used to classify as follows:

Table 8: Scale of Items Discrimination

Items Discrimination	
$DP = 0,00$	Very Bad
$0,00 < DP \leq 0,20$	Bad
$0,20 < DP \leq 0,40$	Enough
$0,40 < DP \leq 0,70$	Good
$0,70 < DP \leq 1,00$	Very Good

The interpretation of table above, if the score of Items Discrimination index in range of 0.00, it means that the category of Items Discrimination index is very bad, if the if the score of Items Discrimination in range of 0.00 – 0.20, it means that the category of Items Discrimination index is bad, if the if the score of Items Discrimination in range of 0.20 – 0.40, it means that the category of Items Discrimination index is enough, if the if the score of Items Discrimination in range of 0.40 – 0.70, it means that the category of Items Discrimination index is good and if the score of Items Discrimination in range of 0.70 – 1.00, it means that the category of Items Discrimination index is very good.

Discrimination power index is the extent to which an item differentiates between high and low ability test takers. This index used

to measure to the ability of a test in discriminating the upper and lower group of students.

Beside looking for the difficulty index, the researcher also would like to identify the *Discrimination Index of Items*, the results of discrimination item calculate by using SPSS. It can be seen in the appendix 8 page 97.

From the result of discrimination index (*Correlated Item-Total Correlation*) above, it can be seen that all of the items (items 1-20) were at *fair (enough) category (0,20-0,40)*. Thus, can be concluded that all of items were in level enough and good level.

D. Techniques of Data Collection

Data collection techniques are ways that researcher can use to collect data. In this research, the technique of collecting data was by using test. Reading comprehension test was administrated based on the indicators of reading comprehension by Brown (2004: 64). Test is any series of questions or exercises or other means of measuring the skills, knowledge, intelligence, capacities or aptitudes of an individual or group (Toha, 1996: 43). In other words, the test is a tool for collecting data to recognize individual's ability in looking the learning result and mental ability to overcome the problem.

a). Pre-test

The researcher used pre-test as instrument of this research. Pre-test did in first meeting in control and experiment class. The

researcher prepared a topic for pre-test about narrative text. The students have 40 minutes for reading pre-test which total items was 20 with score of items 4 and total score will 100. The kind of paragraph test was narrative text.

b). Post-test

The final test is post-test. It was conducted at the last meeting after treatment in class control and experiment. The kind of paragraph was narrative text too which different topic with test before.

The data collected from the pre-test and post-test of the experimental class and control class. The pre-test result was compared to the post-test result in order to find a significant difference of the students' reading comprehension.

E. Research Procedure

This research was conducted in 16 meetings. There were 8 meetings in control class and 8 meetings in experimental class. The researcher did, as follows:

a. Experiment class

According to the steps of Mix Freeze Group strategy, the researcher did the research by the procedure as follows:

- 1) Pre-activities
 - a) Greeting students
 - b) Asking students praying

- c) Take attendance of students
- d) Giving motivation

2). While-activity

- a) The researcher gave motivation or simulation to focus attention on the topic.
- b) The researcher explained the objectives of the material about reading narrative text.
- c) The researcher explained knowledge about reading narrative text.
- d) The researcher guided practice on students reading narrative text using Mix Freeze Group Strategy.

➤ Step 1

The researcher grouped the students by saying mix for the first time and the students will walk around the classroom to find partner be a group.

➤ Step 2

Let the students to read the text first. Asked them to find the specific information according to the text. And then, shared their ideas to answer the question on the reading text.

➤ Step 3

The researcher grouped again the students by saying “Mix” to find more members into their group, then freeze

them again in giving them time to read and share their ideas each other and answered the next question. It will be continue until group has been formed be four or five group.

➤ Step 4

The students were given time again by the researcher to share again about what they have read and make conclusion, then collect their task and telling what have the students read in front of the class.

➤ Step 5

- Student walked around the room in all direction and areas
- Student got lost or found
- Researcher yelled “Freeze”!

3). Post-activity

While students are frozen, the researcher gave time to the students for read and shared each other’s to answer the question closing.

- Teacher and students made a conclusion
- Carried out an assessment of reflection on the activities that have been carried out.
- Told to the students’ plan of learning activities for the next meeting.

b. Control class

- 1). Pre-activities
 - a) Greeting students
 - b) Asking students praying
 - c) Take attendance of students.
 - d) Giving motivation
- 2) While-activity
 - a) The researcher gave motivation or simulation to focus attention on the topic.
 - b) The researcher explained the objectives of the material about reading narrative text.
 - c) The researcher explained the material about narrative text.
 - d) The researcher gave exercise to students reading narrative text.
- 3). Post-activity
 - a) The researcher and students concluded the material
 - b) Closed the teaching-learning process.

F. Technique of Data Analysis

Test used by the researcher in collecting the data. The data from test gained to find out the result of students' reading narrative text achievement by using mix freeze group strategy.

1. Students Reading Comprehension Analysis

The test used to get the data about students' ability in reading comprehension. To know the real score of the students, the following formula was used:

$$X = \frac{R}{S} \times 100$$

Where:

- X : Real score of each student
- R : The correct answer (total score the indicator of reading)
- S : Number of test items

To find out the levels of students ability in reading comprehension, the five point scale bellow was used. The classification can be seen in the table as follows:

Table 9: Level of students' ability in reading comprehension

Scores	Categories	Levels
80 – 100	Excellent	High Ability
66 – 79	Good	Average Ability
56 – 65	Fair	
46 – 55	Poor	Low Ability
0 – 45	Very poor	

(Source: Sudijono, 2006: 35)

The interpretation of table above, if the score of students in range of 80-100, it means that the students get excellent score, if the score of students in range of 66-79, it means that the students get good score, if the

score of students in range of 56-65, it means that the students get fair score, if the score of students in range of 46-55, it means that the students get poor score, if the score of students in range of 0-45, it means that the students get very poor score.

2 Precondition Test

a. Normality of Test

Normality of test purpose to find whether the data is distribution normal or not. In this research the researcher used Shapiro-Wilk to normality of test, it is because the sample of this research less than 30 students from one class. The formula is as bellow:

$$T = \frac{1}{D} \left[\sum_{i=1}^k a_i (x_{n-i+1} - x_i) \right]$$

Where:

D = based on the formula below

a_i = coefficient of Shapiro-Wilk test

x_{n-i+1} = number of $n-i+1$ on the data

x_i = number of i on the data

$$D = \sum_{i=1}^n (x_i - \bar{x})^2$$

Where:

x_i = number of i on the data

\bar{x} = average of the data

$$G = h + c_n + 1n \left(\frac{T_3 - d_n}{1 - T_3} \right)$$

Where:

G = identical with Z value of normal distribution

T_3 = based on formula above

b_n, c_n, d_n = conversion statistic Shapiro-Wilk of normal distribution approach.

If value of $P > 5\%$, so H_0 is received ; H_a is rejected

If value of $P < 5\%$,so H_0 is rejected ; H_a is received

b. Homogeneity Test

To determine whether the data group has a homogenous variance,

To test the homogeneity of both samples group, the hypothesis were :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Where:

H_0 : the variance of two groups is homogeneous

H_1 : the variance of two groups is not homogeneous

With σ_1^2 and σ_2^2 are the population variance of each sample group.

The criteria of test are :

Accept H_0 if $F < F_{1/2\alpha} (V_1, V_2)$

Reject H_0 if $F \geq F_{1/2\alpha} (V_1, V_2)$

Acquired F distribution list with a chance of $\frac{1}{2}\alpha$, while dk numerator = V_1 and dk denominator = V_2 . Calculated by the formula:

$$F = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

If the price of F is found, the it subsequently compare to T_{table}

Hypothesis testing criteria is H_0 if :

$F < F$: variance value than homogeneous

$F < F$: variance value compared are not homogeneous.

(Sudjana. 2005:466)

2. Hypothesis test

To find out whether there is significant improvement in students reading comprehension achievement in narrative text after they were taught by using Mix freeze Group strategy, the researcher analyzed the data by using paired sample t-test. The formula of paired sample t-test as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Where:

\bar{x}_1 : average sample 1

\bar{x}_2 : average sample 2

s_1 : standard deviation of sample 1

s_2 : standard deviation of sample 2

s_1^2 : variance of sample 1

s_2^2 : variance of sample 2

r : correlation between two samples

(Sugiono, 2009:274)

To find out wheter there is significant different in students' reading comprehension achievement in narrative text after they are teach by using Mix Freeze strategy between experimental and control group, the researcher analyzed the data by using independent sample t test. To used this formula, the researcher saw whether the data is homogeneous or not.

If the data is homogeneous, the independent t test formula that used was follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{((n_1-1)s_1^2 + (n_2-1)s_2^2)}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

\bar{x}_1 : average sample 1

\bar{x}_2 : average sample 2

s_1^2 : variance of sample 1

s_2^2 : variance of sample 2

n_1 : total sample of group 1

n_2 : total sample of group 2

If the data is not homogeneous, the independent t test formula that used is as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s_1^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

\bar{x}_1 : Average of sample 1

\bar{x}_2 : Average of sample 2

n_1 : total sample of group 1

n_2 : total sample of group 2

s_1^2 : Variance of sample 1

s_2^2 : Variance of sample 2

(Sugiono, 2009:274)

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Introduction

This chapter presents differential effects of the effect of using mix freeze group strategy toward students' reading comprehension of narrative text At the eighth grade of smpn 28 kerinci. The data were collected from 50 students through a reading comprehension tests. The reading comprehension test was administered twice in this study. The pre-test examined the students' reading comprehension before receiving treatment, and the post-test examined the students reading comprehension after receiving conventional and mix freeze group stretegy treatments.

The research instruments were administered in different time for both control and mix freeze group stretegy. The pre-test of reading comprehension in this study to get credible data. Similarly, the post-test for measuring reading comprehension achievement were also in different times after all the materials related to reading comprehension were finished. Thus, this chapter is organized into descriptive analyses, inferential analyses, exploratory analyses, and a summary.

2. Descriptive Analyses

The descriptive analysis of this chapter presents the statistical information of the samples' demographic. The demographic information of the samples was grouped into genders and ages in frequency and

percentage to inform the samples' frequency and percentage of each group. The study involved 50 students as the samples, with 25 students for the control group and 25 students for the experimental group. Thus, the total samples of the study for both control and experimental groups was 50 students. These two classes were assigned different treatment conditions; the control group received conventional approach and the experimental group received mix freeze group strategy. The demographic information of the samples is presented in table 10. This table consists of the percentage of male and female total samples both control and experiment groups.

Table 10
The Demographic Information of the Samples

	Total Sample		Control Group		Experiment Group	
	F	Percentage	F	Percentage	F	Percentage
Gender						
Male	18	36	10	40	8	32
Female	32	64	15	60	17	68
Total	50	100	25	100	25	100
Age						
13	18	36	12	66.6	8	44.4
14	32	64	13	40.6	15	46.8
Total	41	100.00	25	100.00	25	100.00

The total samples of the study comprised 18 (36%) males and 32 (64%) females. Then, the samples were divided into two classes: control group and experimental group. The control group comprised 10 (40%) males and 15 (60%) females, while the experiment comprised 8 (32%) males and 17 (68%) females. However, regarding the ages of both control and experiment groups, the samples were homogenous. They were

between the ages of 13 and 14. 18 (36%) of the samples were ages of 13 and 32 (64%) were ages of 14 that spread out in both control and experiment groups. Thus, the total number of the samples for both control and experiment group was 50 students.

Based on the table of the samples' demographic information above, the majority of the samples for both control and experiment were females. While based on the age, most of the samples were between the ages of 13 and 14.

3. The Data Analysis of Test

This research was done at SMPN 28 Kerinci. The pre-test was given to the sample on Tuesday 19th July 2022. The sample of this research was the eleventh grade in academic year 2021/2022. The students consisted of 50. There were two classes that involved in this research; they were experiment class and the control class. The researcher chose the experiment class and the control by mixing the name of the classes that were written in a piece of paper. And then, the researcher got VIII A as the experiment class and VIII B as the control class. In the research were 25 students in the experiment class and 25 students in control class.

These following research findings were the answers of research question, in this research which consisted of one research question that was there any significance effect of using Mix Freeze Group strategy on teaching reading comprehension of narrative texts at the eighth grade of SMPN 28 Kerinci.

The first was researcher has done the pre-test at the early of the research to know the level of students' reading comprehension of narrative texts and the second was post-test in the end of research to know the result of the treatment that was done on the experimental class. The material of the test was same level for both classes.

a. Pre-Test for Control Class

The pre-test conducted to ensure that the students have the same background and the same English proficiency. The pre-test for control class was given on Wednesday 20th July 2022.

In this result, there were 25 students in the control class. Where 2 students got score 40, 2 students got score 45, 11 students got score 50, 6 students got score 55, 3 students got score 60, 1 student got score 70. Based on the score gotten, the average score of the control class was 52.

Then to find out the students of control class ability in reading comprehension before they are gotten treatment the five point scale as the table below:

Table 11 : Classification of students control class score in Pre –Test

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	-	-	-	-	Excellent	High Ability
2.	66 – 79	70 (1)	1	4%	16%	Good	Average Ability
3.	56 – 65	60 (3)	3	12%		Fair	
4.	46 – 55	50 (11) 55 (6)	17	68%	84%	Poor	Low Ability
5.	0 – 45	40 (2) 45 (2)	4	16%		Very poor	
Total			25	100 %	100%		

Based on the description above, it can be concluded that: First, one student got good score (4%). Second, there were three students gained fair score (12%) and their level includes average ability (16%). Third, there were seventeen students got poor scores (68%), four students gained very poor scores (16%) and their level was included to *Low Ability* (44%). It means that the students' ability in reading comprehension belongs to *Low ability levels* (84%). And from this result it was concluded that the students of control class ability in reading comprehension before they are gotten treatment was **Low**.

Moreover, the normality of pre-test control class can be seen on the following table:

Table 12 : Normality Testing Of Data Pre-Test Control Class

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Students Reading Ability	Pre-Test Control	,905	25	,073
a. Lilliefors Significance Correction				

The table above show the score of the students of pre-test in control class was 0,073 that was higher than Alpa (0,05) or $0,073 \geq 0,050$. It means that the data was distributed normally.

Besides, the homogeneity test was used to know whether some variants are from the same population or not. The result of homogeneity can be seen on the following table:

Table 13 : Homogeneity Testing Of Data Pre-Test Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Comprehension Ability	Based on Mean	2,933	1	48	,203
	Based on Median	2,671	1	48	,109
	Based on Median and with adjusted df	2,671	1	47,1 54	,109
	Based on trimmed mean	2,842	1	48	,098

The table above show the score of the homogeneity was 0.203 that was higher than Alpa (0,05) or $0,203 \geq 0,05$. It means that the data was distributed homogen.

b. Post-Test for Control Class

The Post-test of control class was given 12th august 2022. The post-test carried out the time was allocated for about 2 x 45 minutes. In the post-test of control class there was nothing much change for the students' score compared with the pre-test. In this result the students still got score 45 as the lower score and 85 as higher score. There was 1 student got score 45, 6 students got score 50, 4 students got score 55, 9 students got score 60, 1 student got score 65, 1 student got score 75, 2 students got score 80, only 1 student got score 85. Based on the score obtained, the average score of the control class was 59.6.

Then to find out the students of control class ability in reading comprehension after they are gotten treatment, the five point scale bellow was used.

Table 14 : Classification of students control class score in Post-Test

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	80 (2) 85 (1)	3	12%	12%	Excellent	High Ability
2.	66 – 79	75 (1)	1	4%	44%	Good	Average Ability
3.	56 – 65	60 (9) 65 (1)	10	40%		Fair	
4.	46 – 55	50 (6) 55 (4)	10	40%	44%	Poor	Low Ability
5.	0 – 45	45 (1)	1	4%		Very poor	
Total			25	100 %	100%		

Based on the description above, it can be concluded that: First, three students got excellent score (12%) and in the high ability level. Second, there was one student gained good score (4%) and there were ten students gained fair score (40%), they level was include to average ability (44%). Third, there were ten students got poor scores (40%), one student gained very poor scores (4%) and their level was included to *Low Ability* (40%). It means that the students' ability in reading comprehension belongs to *Average ability levels* (40%). And from this result it was concluded that the students of control class ability in reading comprehension after they are gotten treatment was ***Enough***.

Moreover, the normality of post-test control calass can be seen on the following table:

Table 15 : Normality Testing of Data Post-Test Control Class

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Students Reading Ability	Post-Test Control	,852	25	,082
a. Lilliefors Significance Correction				

The table above show the score of the students of post-test in control class was 0.082 that was higher than Alpha (0,05) or $0,073 \geq 0,050$. It means that the data was distributed normally.

Besides, the homogeneity test was used to know whether some variants are from the same population or not. The result of homogeneity can be seen on the following table:

Table 16 : Homogeneity Testing Of Data Post-Test Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Comprehension Ability	Based on Mean	2,933	1	48	,203
	Based on Median	2,671	1	48	,109
	Based on Median and with adjusted df	2,671	1	47,1 54	,109
	Based on trimmed mean	2,842	1	48	,098

The table above show the score of the homogeneity was 0.203 that was higher than Alpha (0,05) or $0,203 \geq 0,05$. It means that the data was distributed homogen.

c. Pre-Test for Experiment Class

The pre-test for experimental class was given on Thursday 20th July 2022. The post-test was conducted to ensure that the students have the same background and the same English proficiency. Pre-test carried out the time was allocated for about 2 x 45 minutes.

In this result, there was 2 students got score 40, 2 students got score 45, 7 students got score 50, 4 students got score 55, 7 students got score 60, 2 students got score 75, and only 1 student got score 80. And then, the average score of experimental class was 55,6, that was higher than average of the control class.

To find out the students of experimental class ability in reading comprehension before they are gotten treatment the five point scalebellow was used.

Table 17: Classification of students Experimental class score in Pre Test

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	80 (1)	1	4%	4%	Excellent	High Ability
2.	66 – 79	75 (2)	2	8%	36%	Good	Average Ability
3.	56 – 65	60 (7)	7	28%		Fair	
4.	46 – 55	50 (7) 55 (4)	11	44%	60%	Poor	Low Ability
5.	0 – 45	40 (2) 45 (2)	4	16%		Very poor	
Total			25	100 %	100%		

Based on the description above, it can be concluded that: First, there was one student gained excellent score (4%). Second, there were two students gained good score (8%), and there were seven students

gained fair score (28%) they level was include to average ability (36%). third, there were eleven students got poor scores (44%), four students gained very poor scores (16%) and their level was included to *Low Ability* (60%). It means that the students' ability in reading comprehension belongs to *low ability levels (60%)*. And from this result it was concluded that the students of experimental class ability in reading comprehension before they are gotten treatment was **Low**.

Moreover, the normality of pre-test experimental calass can be seen on the following table:

Table 18: Normality Testing Of Data Pre-Test Experimental Class

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Students Reading Ability	Pre-Test Experiment	,905	25	,091
a. Lilliefors Significance Correction				

The table above show the score of the students of pre-test in experimet class was 0.091 that was higher than Alpa (0,05) or $0,073 \geq 0,050$. It means that the data was distributed normally.

Besides, the homogeneity test was used to know whether some variants are from the same population or not. The result of homogenity can be seen on the following table:

Table 19: Homogeneity Testing Of Data Pre-Test Experimental Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Comprehension Ability	Based on Mean	2,933	1	48	,203
	Based on Median	2,671	1	48	,109
	Based on Median and with adjusted df	2,671	1	47,1 54	,109
	Based on trimmed mean	2,842	1	48	,098

The table above show the score of the homogeneity was 0.203 that was higher than Alpa (0,05) or $0,203 \geq 0,05$. It means that the data was distributed homogen.

d. Post-Test for Experiment Class

After the researcher gave the treatment, the researcher gave post-test to the students in experimental class to find out the result of the whole treatment. The post-test carried out the time was allocated for about 2 x 45 minutes. The post test was given on 13th August 2022. There were 4 students got score 50, 1 student got score 55, 5 students got score 60, 2 students got score 65, 3 students got score 70, 3 students got score 75, 4 students got score 80, 2 students got score 85, and 1 student got score 90.

In this result, the lower score of students was 50 and the higher score of students was 90. That mean, more improvement than score of

post-test in control class with the average score of experimental class was 68, that was higher than average value of control class in post-test.

Then to find out the students of experimental class ability in reading comprehension after they are gotten treatment the five point scale bellow was used.

Table 20 : Classification of students Experimental class score in Post-Test

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	80 (4) 85 (2) 90 (1)	7	28%	28%	Excellent	High Ability
2.	66 – 79	70 (3) 75 (3)	6	24%	52%	Good	Average Ability
3.	56 – 65	60 (5) 65 (2)	7	28%		Fair	
4.	46 – 55	50 (4) 55 (1)	5	20%	20%	Poor	Low Ability
5.	0 – 45	-	-	-		Very poor	
Total			25	100 %	100%		

Based on the description above, it can be concluded that: First, there were seven students gained excellent score (28%), their level include high ability. Second, there were six students gained good score (24%), and seven students gained fair score (28%), they level was include to average ability (52%). third, there were five students got poor scores (20%), and their level was included to *Low Ability* (20%). It means that the students' ability in reading comprehension belongs to *average ability levels* (52%). And from this result it was concluded that the students of experimental class ability in reading comprehension after they are gotten treatment was *enough*.

Moreover, the normality of post-test experimental class can be seen on the following table:

Table 21: Normality Testing Of Data Post-Test Experimental Class

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Students Reading Ability	Post -Test Experiment	,940	25	,144
a. Lilliefors Significance Correction				

The table above show the score of the students of post-test in experimet class was 0.144 that was higher than Alpa (0,05) or $0,073 \geq 0,050$. It means that the data was distributed normally.

Besides, the homogeneity test was used to know whether some variants are from the same population or not. The result of homogeneity can be seen on the following table:

Table 22: Homogeneity Testing Of Data Post-Test Experimenatal Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Comprehension Ability	Based on Mean	2,933	1	48	,203
	Based on Median	2,671	1	48	,109
	Based on Median and with adjusted df	2,671	1	47,1 54	,109
	Based on trimmed mean	2,842	1	48	,098

The table above show the score of the homogeneity was 0.203 that was higher than Alpa (0,05) or $0,203 \geq 0,05$. It means that the data was distributed homogen.

e. Data Analysis of Reading Comprehension Narrative Text Gain

The reading comprehension gain score of the control and experiment groups were gathered from the pre-test and post-test of reading comprehension. In this section, the mean score and standard deviation of both groups were also analyzed. The table below presents the gain data of reading comprehension.

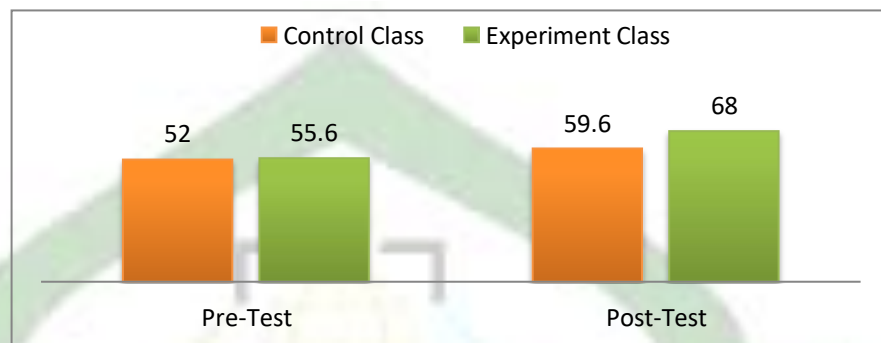
Table 23
Reading Comprehension Narrative Text Gain Data

Variable	Group	n	Mean	SD
Reading Comprehension	Control	25	.37	.06
	Experiment	25	.62	.24

Table of reading comprehension gain data shows that there was a significant difference in the gain means scores between the control group and the experiment group in the post-test after both of the groups received different treatments. The reading comprehension gain mean score of the control group was 0.37 with a standard deviation of 0.06, while that of the experiment group was 0.62 with a standard deviation of 0.24.

f. The Graphic Result of Students' Control and Experimental Class

The average score comparison between the experimental class and control class before and after treatment at the eleventh grade of SMAN 11 Kerinci. Can be seen in the following graphic:



From the graphic above, after holding pre test on the experimental class and the control class at the obtained results are the average score of the experimental class was 55.6 while the average score of the control class was 52. After holding post test on the experiment class and the control class at the obtained result were the average score of the experiment class was 68 while the average score of the control class was 59.6. It means that, Mix Freeze Group Strategy is better to use than the conventional method in teaching English reading.

4. Hypothesis Testing

After found the normality and homogeneity of the data, further analysis was done in order to know whether the research hypothesis was received or rejected. Therefore, the researcher used t-test.

The t-test used in analyzing post-test score is to know the significant effect of using Mix Freeze Group Strategy on students reading comprehension ability. There were two types of hypothesis, they were:

H_a = There is significant effect of using Mix Freeze Group strategy toward students ability in reading comprehension of narrative text at the eighth grade of SMPN 28 Kerinci.

H_o = There is no significant effect of using Mix Freeze Group strategy toward students ability in reading comprehension of narrative text at the eighth grade of SMPN 28 Kerinci.

Based on the result of post test, it was found that the average of the experimental class was higher than the average of the control class. More detailed can be seen on table bellow:

Table 16 : Hypoteis Testing

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
							Lower	Upper
Students Reading Ability	Equal variances assumed	2,933	,093	2,614	48	,202	1,939	14,861
	Equal variances not assumed			2,614	46,772	,216	1,934	14,866

After the scores of the experimental class and the control class had been analyzed, the calculation of t test show $t_{count} = 2.614$ while for the $t_{table} = 1,67$ in degree of freedom 48 at level of significance

0,05. It mean that t_{count} was higher than t_{table} . So, the difference of the two classes of teaching above was significant. And can be concluded that there is a significant effect of using Mix Freeze Group stategy toward students ability in reading comprehension of narrative text at the eighth grade of SMPN 28 Kerinci.

B. Discussion

Based on the statistical analysis of the data obtained, the researcher would like to interpret and discuss the result. The researcher did this research in SMPN 28 Kerinci, where the students' the eighth grade as population and the sample of this research was VIII A as experimental class and VIII B as control class. In this result, the researcher tried to used Mix Freeze Group strategy. Thereore, that strategy would be easy to apply in teaching and learning process.

Reading is the most important activity in any language class. Reading is not only a source of information but also a pleasurable activity to widen the learner's mind. It means that by reading comprehension, the learners will able to expand the knowledge. Conventional teaching reading is regarded as techniques which usually tend to make the learners bored and passive. The learners only have to read and do the exercise while sitting without any movement, sometimes the learners do not pay attention to the teacher. However, the teacher must have a way that can make the learners interested, student-centered, and active.

Teaching reading using Mix Freeze Group strategy is a strategy which can be used by teacher in order to enhance the students' reading comprehension. Students can be respectfully motivated because through the strategy students are given a chance to move around and to find the new pair to discuss the material. Therefore, the students do not only sit and read, but they can refresh their mind, discuss with his/her partner and learn the material unconsciously. Therefore, the use of Mix Freeze Group as a strategy in the teaching-learning process will give positive effect on the students to learn English especially in understanding narrative text. The researcher tries to conduct a research about the study in order to prove the success of the strategy in teaching- learning activity.

After the scores of the experimental class and the control class had been analyzed, the calculation of t test show $t_{\text{count}} = 2.614$ while for the $t_{\text{table}} = 1,67$ in degree of freedom 48 at level of significance 0,05. It mean that t_{count} was higher than t_{table} . So, the difference of the two classes of teaching above was significant. And can be concluded that there is a significant effect of using Mix Freeze Group stateegy toward students ability in reading comprehension of narrative text at the eighth grade of SMPN 28 Kerinci.

The researcher took two previous studies as inspiration and consideration for conducting the study. The first study is entitled "The Use of Cooperative Learning "Think-Pair-Share" in Teaching Reading Descriptive Text (A Case Study of Year Seven Students of Smp N 1 Gabus, Purwodadi 2009/2010)" which is written by Agnasari Wulan Mulia (2010). The

objective of her study is to find out whether there was any significance difference or not between the students who taught by using think-pair-share strategy and those who were taught by using conventional technique. She uses experimental research. The sample was 78 students. The result of t-value formula is 28.145. It indicated that t-value was higher than the t-table ($28.145 > 1.992$). Therefore, the use of cooperative learning “Think-Pair-Share” in teaching reading descriptive text is effective.

The second thesis is written by Sri Wulandari (2011). The study entitled “Improving Students’ Reading Comprehension in Descriptive Text through Cooperative Script Method at the Eighth Grade of SMP PGRI Slahung Ponorogo in 2011/2012 Academic Year”. This research was conducted in two cycles of actions. The sample was 20 students of eighth grades. The result of test in cycle 1 got means score 63.75. But, after she made improvements in cycle 2, the means score was increased become 76.24. Finally, she concluded that the result of this research showed there is improving students’ reading comprehension in descriptive text through cooperative script method at the eighth grade of SMP PGRI Slahung Ponorogo.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result in previous chapter, it can be concluded that there was significant effect of using Mix Freze Group strategy toward students' ability in reading comprehension of narrative text at the eighth grade of SMPN 28 Kerinci. The success of the research can be proved by the students score in reading cmprehension test of post-test for both classes, as follow:

After the scores of the experimental class and the control class had been analyzed, the calculation of t test show $t_{\text{count}} = 2.614$ while for the $t_{\text{table}} = 1,67$ in degree of freedom 48 at level of significance 0,05. It mean that t_{count} was higher than t_{table} . So, the difference of the two classes of teaching above was significant. And can be concluded that there is a significant effect of using Mix Freeze Group stateegy toward students ability in reading comprehension of narrative text at the eighth grade of SMPN 28 Kerinci.

B. Suggestion

Based on the result of the analysis the data, the researcher gives some important suggestions as follow:

1. The students are suggested to increase in reading comprehension on narrative texts, they should be more serious and active in learning English

subject especially reading skill because reading is very important thing in learning English for get information.

2. The teacher are suggested should always give the motivation to the students to study hard, and the teacher can be choices Mix Freeze Group strategy for in learning English especially in reading comprehension.
3. The researcher is suggested to the next researcher, to be able to conduct the research this strategy especially in teaching learning English.



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APPENDICES

APPENDIX 1

INSTRUMENT OF PRE-TEST

School	= SMPN 28 Kerinci
Subject	= Reading/ English
Material	= Narrative Text
Time	= 45 minutes
Class/Semester	= VIII/ I

Read the following text carefully and then answer the question based on the text, do it individually.

Text 1 (For questions of number 1-5)

The Boy Who Cried Wolf

There was once a shepherd-boy who kept his flock at near from the village. Once he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might.

“Wolf! Wolf! Come and help! The wolves are at my lambs!” The *kind* villagers left their work and ran to the field to help him. But when they got there the boy laughed at them for their pains; there was no wolf there.

Still another day the boy tried the same trick,. And the villages came running to help and got laughed at again. Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help. “Wolf! Wolf!” he screamed. “there is a wolf in the flock Help!”

The villagers heard him, but they thought it was another mean trick; no one paid the least attention, or went near him. And the stepherd-boy lost all his sheep.

Questions

1. What is main idea of the first paragraph?
 - a. The stepherd-boy lost all his sheep
 - b. The villages came running to help and got laughed
 - b. The kind villagers left their work and ran to the field to help him
 - c. There was once a shepherd-boy who kept his flock at near from the village

2. Where is paragraph that show orientation?

a. Paragraph 1	c. Paragraph 3
b. Paragraph 2	d. Paragraph 4

3. There was once a shepherd-boy who kept his flock at a little distance from the village. The tense used in the sentence is?

a. Simple Past Tense	b. Present continous
c. Simple Present Tense	d. Present Perfect

4., but they thought it was another mean trick (Paragraph 4). The word they refers to?
 a. the men b. the wolfs c. the villagers d. the sheeps
5. The kind villagers left their work and ran to the field to help him (Paragraph 2). The antonym of underlined word is?
 a. bad b. Smart c. happy d. busy

Text 2 (For questions of number 6-10)

The Myth of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his

ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Questions

6. The text above tells about?
 - a. Kind man
 - b. clever
 - c. smart man
 - d. unkind man
7. The last paragraph is?
 - a. Complication
 - b. Orientation
 - c. Resolution
 - d. Reorientation
8. She cursed Malin Kundang that he would turn into a stone if he didn't apologize (paragraph 4). The word *she* refers to?
 - a. Malin Kundang
 - b. Malin Kundang's Mother
 - c. Malin Kundang's wife
 - d. Malin Kundang's friend
9. Malin Kundang defeated the pirates (Paragraph 2). The tense used in the sentence is?
 - a. Present perfect
 - b. Present continuous
 - c. Simple present
 - d. Simple past
10. His huge ship was wrecked and it was too late for Malin Kundang to apologize (Paragraph 4). The antonym of underlined word is?
 - a. fast
 - b. early
 - c. slow
 - d. Strong

Text 3(For questions of number 11-15)

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the

ball”.

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

Questions

11. The text tells about?
 - a. A fairy godmother
 - b. A kind king
 - c. Prince
 - d. Cinderella
12. The second paragraph is?
 - a. Complication
 - b. Orientation
 - c. Resolution
 - d. Reorientation
13. A few days later, the king’ son proclaimed that he would marry the girl (Paragraph 5). The word he refers to?
 - a. The king’s son
 - b. The king
 - c. The fairy godmother
 - d. Her step mother
14. The fairy godmother changed a pumpkin into a fine coach (paragraph 3) The tense used in the sentence is?
 - a. Present perfect
 - b. Present continuous
 - c. Simple Past
 - d. Simple present
15. Her step sisters tried on the slipper but it was too small for them (Paragraph 5). The antonym of underlined word is?
 - a. high
 - b. big
 - c. short
 - d. dark

Text 4 (For questions of number 16-20)**Monkey and Crocodile**

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river. Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again." The monkey thought for a while. Then he told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I did not bring my heart with me," said the monkey. "I left it under the tree, near some coconuts." So, the crocodile turned around and swam back to the bank of the river.

As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing." The monkey told the crocodile not to try to fool him again. The crocodile swam away, and he was still in hungry.

Questions

16. What is main idea of the first paragraph?
- A crocodile was very strong
 - A monkey father is sick
 - A monkey wanted to cross a river
 - A crocodile was very hungry
17. The last paragraph is?
- Orientation
 - Opening
 - Complication
 - Resolution
18. Now I am free and you have nothing (Paragraph 2). The underline word refer to...
- The monkey
 - The crocodile
 - Father
 - Coconut
19. "He *saw* a crocodile in the river, so he asked the crocodile to take him across the other side". The word '*saw*' means?
- looked
 - heard
 - walked
 - tried
20. The monkey told the crocodile not to try to fool him again (Paragraph 2). The tense used in the sentence is?
- Present perfect
 - Present continuous
 - Simple Present
 - Simple past

Key Answers Pre Test

1. d
2. a
3. a
4. c
5. a
6. d.
7. c.
8. b.
9. d.
10. b
11. d
12. a
13. a
14. c
15. b
16. c
17. d
18. a
19. a
20. d



APPENDIX : 2

INSTRUMENT OF POST-TEST

School	= SMPN 28 Kerinci
Subject	= Reading/ English
Material	= Narrative Text
Time	= 60 minutes
Class/Semester	= VIII/ I

Read the following text carefully and then answer the question based on the text, do it individually.

Text 1 (For questions of number 1-5)

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Questions

1. What is main idea of text above?
 - a. seven dwarfs
 - b. a liitle girl and her aunt
 - c. Snow White
 - d. Snow White and seven dwarfs

2. Where is paragraph that show orientation?
 - a. Paragraph 1
 - c. Paragraph 3
 - b. Paragraph 2
 - d. Paragraph 4

3. Once upon a time there lived a little girl named Snow White. The tense used in the sentence is ?
 - a. Simple Past
 - b. Present continous
 - c. Simple Present
 - d. Present Perfect

4. *She* was very tired and hungry (paragraph 3 line 3). The word *she* refers to.....
 a. her aunt b. snow white c. her uncle d. The dwarf
5. Finally, Snow White and the seven dwarfs lived happily ever after (Paragraph 4).The antonym of underlined word is?
 a. badly b. slowly c. well d. Sadly

Text 2 (For questions of number (6-10))

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Questions

- What does the text tell?

a. People lived in the New Territories	b. A woman and the wolves
b. Unsafe forest	d. Tim and Young Woman
- The last paragraph is?

c. Orientation	c. Complication
d. Opening	d. Resolution

3. Then, she put her baby son on the ground in front of the wolves and took her nephew away. (Paragraph 3 Line 5). The underline word refer to?
- | | |
|--------------------|------------------|
| a. The young woman | c. The villagers |
| b. The wolves | d. Woman's baby |
9. "When they got there, they saw something very strange (Paragraph 4). The word 'saw' means?
- | | | | |
|-----------|----------|-----------|----------|
| a. looked | b. heard | c. walked | d. tried |
|-----------|----------|-----------|----------|
10. Everyone understood that this was because the woman was very good and kind (paragraph 4). The tense used in the sentence is?
- | | |
|--------------------|-----------------------|
| a. Present perfect | b. Present continuous |
| c. Simple present | d. Simple past |

Text 3(For questions of number 11-15)

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river.

Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

Questions

11. What is the story about?
- A kind wolf who wants to help little riding hood
 - A little riding hood meet wolf
 - Grandma asked wolf to take little riding hood
 - A bad wolf who wants to eat little riding hood and grandma
12. The third paragraph is?
- Complication
 - Orientation
 - Resolution
 - Reorientation
13. *She* was asked by her mother to deliver cake to her grandmother (paragraph 1 line 1). The word *she* refers to?
- little riding hood
 - mother
 - wolf
 - Grandmother
14. Then he threw the wolf into the river (paragraph 4). The tense used in the sentence is?
- Present perfect
 - Present continuous
 - Simple past
 - Simple present
15. When Grandma opened the door, the wolf caught her and locked her in a closet (Paragraph 2). The antonym of underlined word is?
- started
 - finished
 - cooked
 - closed

Text 4 (For questions of number 16-20)

The Goose and the Golden eggs

Once a farmer went to the nest of his goose and found there an egg, all yellow and shiny. When he picked it up it was heavy as a rock. He was about to throw it away because he thought tht someone was playing a trick on him. But on the second thought, he took it home, and discovered to his delight that is was an egg of pure gold!

He sold the egg for lot of money. Every morning the goose laid nother golden egg, and the farmer soon became rich by selling by selling the eggs.

As he grew rich, he also grew greedy. ‘Why should I have to wait to get only one egg day?’ he thought.” I will cut open the goose and take all the eggs out of her at once.”

When the goose heard the farmer's plan, she flew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the goose's nest.

Questions

16. What does the text tell?
 a. Farmer's plan
 b. The goose and the golden eggs
 c. Yellow and shiny eggs
 d. The golden eggs
17. The last paragraph is?
 a. Orientation
 b. Opening
 c. Complication
 d. Resolution
18. Once a farmer went to the nest of his goose and found there an egg, all yellow and shiny. (Paragraph 1 line 1). The underline word refer to...
 a. A goose
 b. A farmer
 c. A golden egg
 d. A Shiny egg
19. "He sold the egg for lot of money" (Paragraph 2). The antonym of word 'sold' is?
 a. bought
 b. cooked
 c. walked
 d. fried
20. Every morning the goose laid nother golden egg, and the farmer soon became rich by selling by selling the eggs. The tense used in the sentence is?
 a. Present perfect
 b. Present continuous
 c. Simple present
 d. Simple past

Key Answer of Post Test

1. d
2. a
3. a
4. b
5. d
6. b
7. d
8. a
9. a
10. d
11. d
12. a
13. c
14. c
15. d
16. b
17. d
18. b
19. a
20. d



APPENDIX: 3

Scoring Test Multiple Choise For Pre-Test (Experiment Class)

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1	0	8	40
2	B	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	10	50
3	C	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	10	50
4	D	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	15	75
5	E	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	12	60
6	F	1	1	0	1	0	0	0	1	0	1	1	0	1	1	0	1	0	1	0	0	10	50
7	G	1	1	1	0	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	10	50
8	H	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	1	8	40
9	I	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	11	55
10	J	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	0	12	60
11	K	1	1	0	0	0	1	1	0	1	0	0	1	0	1	0	0	1	1	0	0	9	45
12	L	1	1	1	0	1	0	0	1	0	1	1	0	1	0	1	1	0	0	1	1	12	60
13	M	1	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	1	1	0	1	11	55
14	N	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	11	55
15	O	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	16	80
16	P	1	1	1	0	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	12	60
17	Q	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	10	50
18	R	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	12	60
19	S	1	1	0	1	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	10	50
20	T	1	1	1	0	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1	0	12	60
21	U	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	0	0	1	9	45
22	V	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	0	12	60
23	W	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	15	75
24	X	1	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	0	1	1	0	11	55
25	Y	1	1	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	0	0	10	50
Average																							55.6

Appendix : 4

Scoring Test Multiple Choice For Post-Test (Experiment Class)

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score	
1	A	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	14	70	
2	B	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	1	0	0	0	10	50
3	C	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	18	90
4	D	1	0	1	1	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	1	0	12	60
5	E	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	1	0	0	0	0	1	11	55
6	F	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	15	75
7	G	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12	60	
8	H	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	0	1	10	50
9	I	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	13	65
10	J	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	17	85
11	K	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	12	60	
12	L	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	0	1	14	70	
13	M	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	10	50	
14	N	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	14	70	
15	O	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12	60	
16	P	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80
17	Q	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	15	75
18	R	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	18	80
19	S	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	10	50	
20	T	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	17	85	
21	U	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	13	65
22	V	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	16	80	
23	W	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	16	80
24	X	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	15	75	
25	Y	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12	60	
		Average																					68	

Appendix 5:

Scoring Test Multiple Choice For Pre-Test (Control Class)

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	0	0	0	1	10	50
2	B	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	1	8	40
3	C	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	0	12	60
4	D	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	14	70
5	E	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	10	50
6	F	1	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	1	1	0	1	11	55
7	G	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	0	0	1	0	11	55
8	H	1	0	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	11	55
9	I	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	10	50
10	J	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	12	60
11	K	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	10	50
12	L	0	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	0	0	0	9	45
13	M	0	1	0	0	1	1	0	1	0	0	1	0	1	0	1	1	1	0	1	0	10	50
14	N	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	10	50
15	O	1	1	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	0	0	0	11	55
16	P	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	1	0	1	1	0	12	60
17	Q	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1	0	8	40
18	R	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	10	50
19	S	0	0	1	1	0	0	1	0	1	0	1	1	1	0	1	1	0	1	0	1	11	55
20	T	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	10	50
21	U	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	0	10	50
22	V	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	0	0	1	9	45
23	W	1	1	1	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	10	50
24	X	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	0	11	55
25	Y	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	10	50
Average																						52	

Appendix 6:

Scoring Test Multiple Choice For Post-Test (Control Class)

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	1	1	1	1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	10	50
2	B	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	12	60
3	C	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	13	65
4	D	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	16	80
5	E	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	12	60
6	F	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	1	0	1	1	0	12	60
7	G	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	0	11	55
8	H	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	1	0	10	50
9	I	1	0	1	0	0	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	11	55
10	J	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12	60
11	K	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	10	50
12	L	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	1	0	12	60
13	M	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	16	80
14	N	0	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	0	1	12	60
15	O	1	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	0	0	0	10	50
16	P	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	0	12	60
17	Q	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	1	12	60
18	R	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	10	50
19	S	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	15	75
20	T	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	10	50
21	U	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	17	85
22	V	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	11	55
23	W	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	12	60
24	X	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	9	45
25	Y	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	0	1	0	11	55
Average																						59.6	

APPENDIX: 7**Difficulty index of test result**

Items	Difficulty Index	Level of difficulty
1	0.62	Fair/Enough
2	0.66	Fair/Enough
3	0.64	Fair/Enough
4	0.56	Fair/Enough
5	0.52	Fair/Enough
6	0.56	Fair/Enough
7	0.48	Fair/Enough
8	0.48	Fair/Enough
9	0.52	Fair/Enough
10	0.40	Fair/Enough
11	0.56	Fair/Enough
12	0.56	Fair/Enough
13	0.48	Fair/Enough
14	0.52	Fair/Enough
15	0.44	Fair/Enough
16	0.56	Fair/Enough
17	0.60	Fair/Enough
18	0.60	Fair/Enough
19	0.52	Fair/Enough
20	0.44	Fair/Enough

APPENDIX : 8**Discrimination Index of Items****Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	10,20	3,833	,208	,265 ^a
VAR00002	10,36	4,323	,268	,088 ^a
VAR00003	10,48	3,260	,298	,445 ^a
VAR00004	10,56	3,757	,207	,242 ^a
VAR00005	10,60	3,917	,342	,188 ^a
VAR00006	10,56	4,173	,395	,112 ^a
VAR00007	10,64	4,490	,335	,029 ^a
VAR00008	10,64	3,740	,314	,246 ^a
VAR00009	10,60	4,000	,214	,162 ^a
VAR00010	10,72	4,210	,211	,104 ^a
VAR00011	10,56	3,590	,294	,302 ^a
VAR00012	10,56	3,923	,276	,187 ^a
VAR00013	10,64	3,490	,245	,340 ^a
VAR00014	10,60	3,667	,251	,273 ^a
VAR00015	10,68	4,393	,294	,054 ^a
VAR00016	10,56	4,090	,256	,136 ^a
VAR00017	10,52	3,677	,252	,272 ^a
VAR00018	10,52	4,010	,217	,161 ^a
VAR00019	10,60	3,250	,281	,443 ^a
VAR00020	10,68	3,560	,210	,313 ^a

APPENDIX: 9

Validity of the Test

Item	Validator/Expert			s1	s2	s3	Total (s)	N (c-1)	Validity	Level	Note
	r1	r2	r3								
Q-1	4	3	4	3	2	3	8	9	0.8	Medium	valid
Q-2	3	4	4	2	3	3	8	9	0.8	Medium	valid
Q-3	3	4	3	2	3	2	7	9	0.7	Medium	valid
Q-4	4	3	4	3	2	3	6	9	0.6	Medium	valid
Q-5	3	4	4	2	3	3	8	9	0.8	Medium	valid
Q-6	3	3	4	2	2	3	7	9	0.7	Medium	valid
Q-7	3	4	4	2	3	3	8	9	0.8	Medium	valid
Q-8	4	4	4	3	3	3	9	9	0.8	Medium	valid
Q-9	3	3	3	2	2	2	6	9	0.6	Medium	valid
Q-10	3	4	4	2	3	3	8	9	0.8	Medium	valid
Q-11	3	4	3	2	3	2	7	9	0.7	Medium	valid
Q-12	3	4	4	2	3	3	8	9	0.8	Medium	valid
Q-13	3	4	3	2	3	2	7	9	0.7	Medium	valid
Q-14	4	3	4	3	2	3	8	9	0.8	Medium	valid
Q-15	3	4	4	2	3	3	7	9	0.7	Medium	valid
Q-16	4	4	3	3	3	2	8	9	0.8	Medium	valid
Q-17	3	3	3	2	2	2	6	9	0.6	Medium	valid
Q-18	3	3	3	2	2	2	6	9	0.6	Medium	valid
Q-19	3	4	4	2	3	3	8	9	0.8	Medium	valid
Q-20	4	3	3	3	2	2	7	9	0.7	Medium	valid

APPENDIX : 10**Reliability of the test**

Reliability Statistics	
Cronbach's Alpha	N of Items
,620	20



APPENDIX 11:
Normality Testing Of Data

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Students Reading Ability	Pre-Test Experiment	,905	25	,091
	Post -Test Experiment	,940	25	,144
	Pre-Test Control	,905	25	,073
	Post- Test Control	,852	25	,082
a. Lilliefors Significance Correction				

APPENDIX 12

Homogeneity Testing Of Data

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Comprehension Ability	Based on Mean	2,933	1	48	,203
	Based on Median	2,671	1	48	,109
	Based on Median and with adjusted df	2,671	1	47,154	,109
	Based on trimmed mean	2,842	1	48	,098

APPENDIX 13
Hyphoteis Testing

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Reading Ability	Equal variances assumed	2,933	,093	2,614	48	,202	8,400	3,214	1,939	14,861
	Equal variances not assumed			2,614	46,772	,216	8,400	3,214	1,934	14,866

